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ABSTRACT

Presented for special education teachers are performance objectives to be used in individualizing instruction programs for emotionally disturbed students who will return to the regular classroom. Listed for the student's emotional, behavioral, and social adjustment are objectives for establishing positive interaction with family members, peers, teachers, and other adults; and for attaining social maturity, and social initiative. Given for the student's development of appropriate communicative, environmental, and academic skills in the school setting are objectives in the following areas: language and reading, science, social studies, mathematics, health, safety, and community resources. Included for the student's return to his school environment are objectives for the student's part-time participation with peers in special subjects (band or field trips), academic subject areas, and on the school bus shuttle; and for the full-time phasing of the student into his regular neighborhood school. (MC)

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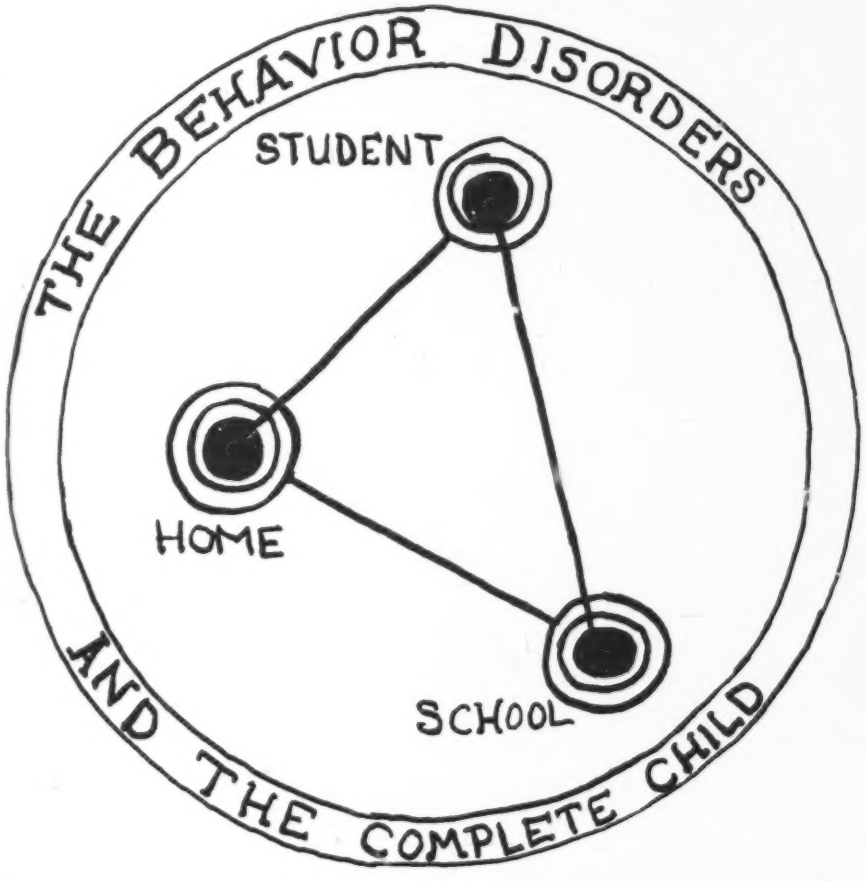
EMOTIONALLY HANDICAPPED CHILDREN



PERFORMANCE OBJECTIVES

CREIGHTON DISTRICT

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TEACHING OBJECTIVES FOR THE EMOTIONALLY HANDICAPPED (TEACHERS OF CHILDREN WITH BEHAVIOR DISORDERS)

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Acknowledgements

Mr. Chris King, E.H. III
Mr. Sheldon Clark, Principal, Monte Vista School
Mr. David E. Sieswerda, Director of Special Education
Mrs. Virginia Wise, Secretary to Dr. Oliver Bovee

FOREWARD

In developing performance objectives for emotionally handicapped students, we hope that this project will be informative and helpful to all concerned.

Our goal is that the student, given opportunity, acceptance, approval, and understanding, will function positively according to standards in his so iety.

We wish to express our sincere thanks and appreciation to the following people who were so helpful in this endeavor:

Mr. Chris King, E.H. III
Mr. Sheldon Clark, Principal, Monte Vista
Mr. David E. Sieswerda, Director of Special Education

Gratefully,

Susan King, E.H. I
Doris Frignac, E.H. III

DESCRIPTION OF POSITION

The teacher of E.H. students is certified in the area of Emotional Disturbance, qualified to provide the students with individual instruction and behavioral changes according to their needs; to consult with the principal, counselor, psychologist, nurse, and teacher concerning the student who is to be worked back into regular classes; and to meet with parents as often as necessary to set up a good relationship between teacher, student, and home.

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FRAMEWORK DESIGN

FOR

EMOTIONALLY HANDICAPPED CHILDREN

(Children with Behavior Disorders)

Creighton School District #14

PERFORMANCE OBJECTIVES

FOR

EH I, EH II, EH III

I. EMOTIONAL, BEHAVIORAL, SOCIAL ADJUSTMENT	II. ACADEMICS/ COMMUNICATION	III. PHASING/ADJUSTMENT "REGULAR CLASSROOM"
A. Family Relationships	A. Language and Reading	A. Part-Time Phasing
B. Peer Relationships	B. Science, Social Studies, Math, Health, and Safety	B. Full-Time Phasing
C. Teacher-Adult Relationships	C. Community Resources	
D. Social Maturity		
E. Social Initiative		

OUTLINED SEQUENCED CONTINUUM

30 April 1973
EH-Objectives Outline

I. EMOTIONAL, BEHAVIORAL, SOCIAL ADJUSTMENT:

GOAL: The student will adjust emotionally, behaviorally, and socially with his family, peers, teachers, and others.

A. FAMILY RELATIONSHIPS:

EDUCATIONAL GOAL: The student will experience positive interaction with each member of his family.

1. Leisure Time — Goal: To develop a wise and satisfying use of leisure time.

Objectives:

The student will:

a. Identify and develop skills in a variety of leisure time activities.

b. Organize leisure time adequately.

c. Develop personal satisfaction in constructive activities.

d. Know how to entertain himself.

2. Human Relations — Goal: To develop ability to socialize with other people.

Objectives:

The student will:

a. Display socially acceptable manners.

b. Respect other people's property.

c. Understand the concept of sharing.

d. Work cooperatively.

3. Home and Family — Goal: To recognize the importance of being a responsible and contributing member of home and family.

Objectives:

The student will:

a. Recognize and understand relationships among family members.

b. Gain an awareness of own and other's roles.

c. Appreciate the individual rights of family members

Participation in family activities

d. Recognize and respect adults in authority.

e. Recognize that every family has its own living pattern and style.

B. PEER RELATIONSHIPS:

EDUCATIONAL GOAL: The student will experience positive interaction with his peers.

1. Neighborhood

Goal: To develop ability to experience positive interaction with neighborhood peers.

Objectives:

The student will:

a. Respect neighbor's property.

b. Constructively interact with peers.

c. Constructively interact with adults.

d. Respect authority. (Police, Firemen, etc.)

2. School

Goal: To develop a good rapport with peers.

Objectives:

The student will:

a. Appropriately interact with his peers in the classrooms.

b. Appropriately interact with his peers on the playgrounds.

c. Appropriately interact with his peers in the cafeteria.

d. Appropriately interact with his peers on the bus.

C. TEACHER/ADULT RELATIONSHIPS:

EDUCATIONAL GOAL: The student will appropriately interact with teachers and other adults.

Goal: To develop a good rapport and interaction with all adults.

Objectives:

The student will appropriately interact with the following:

a. Teachers of EH classes.

b. School personnel.

c. Visitors.

d. Bus drivers.

D. SOCIAL MATURITY:

EDUCATIONAL GOAL: The student will adjust and mature socially.

Goal: To develop self-awareness and positive interaction with peers and adults.

Objectives:

The student will:

a. Be comfortable with most people and respond readily to them.

b. Respond constructively to praise and criticism.

c. Undertake and complete tasks with a positive attitude.

d. Be able to cope with anxiety-producing situations.

e. Demonstrate pride in personal appearance.

f. Demonstrate pride in own achievements.

g. Demonstrate self-reliance within own capabilities.

h. Recognize own strengths and weaknesses.

E. SOCIAL INITIATIVE:

EDUCATIONAL GOAL: The student will experience opportunities to build self-confidence through social participation.

Goal: To develop self-confidence through social interaction.

Objectives:

The student will:

a. Be given opportunities to perform as a leader.

b. Accept reasonable rules of the group.

c. Be given opportunities to succeed socially.

II. ACADEMICS/COMMUNICATION:

GOAL: The student will communicate with others in appropriate, acceptable ways.

A. LANGUAGE AND READING:

EDUCATIONAL GOAL: The student will communicate verbally and non-verbally in academic and social settings.

Goal: To develop the student's potential in the area of communication.

Objectives:

The student will communicate via the following media:

a. Verbally

b. Non-verbally

c. Written

d. Visually

e. Auditorily

B. SCIENCE/SOCIAL STUDIES/MATH/HEALTH/SAFETY:

EDUCATIONAL GOAL: The student will progress (individually) in the sciences.

1. Science — Goal: To develop skills in interacting with living and non-living things in the environment.

2. Social Studies — Goal: To develop an interest and knowledge of human affairs and use these skills in his environment.

Objectives:

The student will:

a. Respect and accept human differences among peoples of the world.

b. Achieve self-identity, vocational readiness, good human relationships, and wise responsibility.

c. Interpret social studies skills, concepts, and problem-solving techniques for making decisions in human affairs.

d. Display a reasonable commitment to the values that sustain a free society.

e. Exemplify acceptable codes of behavior.

f. Exhibit a knowledge of the geographical structure of his city and state.

g. Evidence knowledge and appreciation for the United States and her foreign neighbors.

3. Math — Goal: To develop and apply math concepts and skills according to ability and immediate needs.

4. Health — Goal: To develop and maintain habits consistent with good health.

Objectives:

The student:

a. Looks after personal hygiene adequately.

b. Has the ability to wash himself regularly and completely without assistance.

c. Has the ability to choose the correct clothing, according to the weather.

d. Has the ability to choose appropriate foods to maintain good health.

e. Recognizes the importance of exercise to maintain good health.

f. Recognizes the misuse of drugs or medication.

g. Has the ability to look after own personal health.

h. Has the ability to cope with his various emotional feelings.

5. Safety — Goal: To develop sound safety practices.

Objectives:

The student:

a. Is responsible in the use of materials or tools.

b. Is able to obtain medical or emergency assistance.

c. Is aware of and follows specified safety rules.

d. Recognizes the importance of controlling frustrations.

e. Remains alert to danger signals, to self and others.

f. Has the manual dexterity adequate to perform particular activities.

C. COMMUNITY RESOURCES

EDUCATIONAL GOAL: The student will be provided the opportunities to interact with community resource persons.

Goal: To develop an awareness of the resources within the community.

Objectives:

The student will:

a. Understand functions of available community organizations.

b. Visit community resources.

c. Acquire knowledge from speakers brought into the classroom.

d. See and hear films on various occupations.

III. PHASING/ADJUSTMENT:

GOAL: The student will return to his neighborhood school.

A. PART-TIME PHASING:

EDUCATIONAL GOAL: The student will phase back into a "regular classroom", one subject or activity at a time.

1. Special Subject Areas

Objectives:

The student will integrate and participate weekly with his peers from other classrooms in the following areas:

a. Music

b. Art

c. Physical Education

d. Industrial Arts

e. Band

f. Field Trips

2. Academic Subject Areas

Objectives:

The student will integrate and participate in a "regular classroom" in the following areas:

a. Math

b. Reading

c. Spelling

d. Language

e. Health/Science

f. Social Studies

3. Shuttle Bus Service to Neighborhood Schools

Objective:

The student will be transported to his neighborhood school on an individually scheduled basis, when service is available.

B. FULL-TIME PHASING:

EDUCATIONAL GOAL: The student will phase back into a "regular classroom".

1. Other classrooms at EH setting

Objective:

Until Shuttle Bus Service is available, the student will integrate and participate with his peers in "regular classrooms" at his EH setting.

2. Return to Neighborhood School

Objective:

Given a good, positive reception by teachers, peers, staff, and family, the student will experience success!